

Grade Level: Third

Content Area: Economics

Objective: Students will learn the differences between producers and consumers. Students will learn about the concepts of and learn how the exchange of goods and services affects all parties through the concepts of supply and demand. Students will learn that different currencies and forms of exchange exist. Students will compare the economics of Kenya with the economics of their own community.

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge.*

bartering, supply, demand, goods, services, producers, consumers, needs, wants, markets

Procedure:

Session 1	Use the PowerPoint on the Masai Mara to teach students about the economics of Kenya.
Session 2	Pose the question to students "have you ever traded anything to a friend in exchange for something else?" Hold a class conversation about why people trade things. Introduce the vocabulary words. As a class, define these terms on chart paper or in their social studies dictionary.
Session 3	<p>Conduct a market simulation. Divide the class into two groups: the buyers (consumers) and the sellers (producers). Explain to the buyers that their task is to purchase all the items they will need to survive for the long day ahead. This is a great opportunity to discuss needs and wants. Buyers should be given 500 Shillings to accomplish this task. While the sellers are setting up, give the buyers a list of the items on sale at the market today and ask them to plan for the items they hope to purchase.</p> <p>The seller's task is to make as much money as possible for their given item, with a goal of making at least 500 Shillings. Sellers can determine the price of the items they are selling in order to accomplish their goal and are allowed to bargain and adjust their price according to the demand (example two for 100 Shillings). Each seller is given the note cards for their specific item and a booth to set up. Give them time to plan for the price they hope to sell their item. Students should not be told how many items are for sale at each booth...this information will be discovered as students begin to understand the concepts of supply and demand.</p> <p>Begin the simulation. Allow buyers to bargain with the sellers and purchase the needed items.</p>
Session 4	Reflect on the simulation. Which items were in high demand? Low demand? Why? What are some economic problems Kenya might face in Kenya? In what ways is this like shopping at the grocery store in America? Post any questions on the blog.

Differentiation Strategies:

<u>Special Education</u>	<u>Gifted and Talented</u>	<u>English Language Learners</u>
As sellers, provide students with 5 or ten of the same item and help them determine that they will need to charge 100 shillings or 50 shillings	As buyers, provide these students with a bill for 500 shillings. They will need to determine the change needed once they purchase each	Provide time for students to illustrate pictures of their vocabulary words and reinforce these concepts again in the reflection.

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